

**Texas Education Agency  
Standard Application System (SAS)**

2018-2019 Texas 21 <sup>st</sup> Century Community Learning Centers, Cycle 10, Year 1		
<b>Program authority:</b>	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY: Write NOGA ID Place date stamp here  <b>RECEIVED</b> TEA AGENCY MAY 1 2018 PM 2:03
<b>Grant Period:</b>	August 1, 2018 – July 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, May 1, 2018	
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
<b>Contact information:</b>	Christine McCormick, <a href="mailto:21stcentury@tea.texas.gov">21stcentury@tea.texas.gov</a>	

**Schedule #1 – General Information**

**Part 1: Applicant Information**

<b>Organization name</b>		<b>County-District #</b>		<b>Amendment #</b>	
Tekoa Academy of Accelerated Studies STEM School		123803			
<b>Vendor ID #</b>	<b>ESC Region #</b>	<b>DUNS #</b>			
1760556540	05	016735891			
<b>Mailing address</b>		<b>City</b>	<b>State</b>	<b>ZIP Code</b>	
326 Thomas Blvd		Port Arthur	TX	77640-	
<b>Primary Contact</b>					
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>		
Paula	A	Richardson	CEO		
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>		
409-982-5400	<a href="mailto:prichardson@tekoacharterschool.org">prichardson@tekoacharterschool.org</a>		409-982-9711		
<b>Secondary Contact</b>					
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>		
Carol	D	Anderson	Grants Manager		
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>		
409-982-5400	<a href="mailto:canderson@tekoacharterschool.org">canderson@tekoacharterschool.org</a>		409-982-9711		

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name Paula	M.I. A	Last name Richardson	Title Superintendent
Telephone # 409-982-5400	Email address <a href="mailto:prichardson@tekoacharterschool.org">prichardson@tekoacharterschool.org</a>		FAX # 409-982-9711
Signature (blue ink preferred)		Date signed	

*Paula Richardson*

April 30, 2018

Only the legally responsible party may sign this application.

**701-18-111-093**

**Schedule #1 - General Information**

County-district number or vendor ID: 123803

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application. For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD): 09/01

End date (MM/DD): 08/31

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☐No: ☒**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 123803

Amendment # (for amendments only):

**Part 1: Required Attachments**

No program-related or fiscal-related attachments are required to be submitted with this grant application.

**However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.**

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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**Schedule #2 – Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 123803

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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**Schedule #2- Required Attachments and Provisions and Assurances (cont)**

County-district number or vendor ID: 123803

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> <li>• A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday.</li> <li>• A minimum of five days per week for the fall and spring terms.</li> <li>• A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming.</li> <li>• A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year.</li> <li>• Hours dedicated to program activities for adult family members will not count toward student programming.</li> </ul>
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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**Schedule #2 – Required Attachments and Provisions and Assurances (cont)**

County-district number or vendor ID: 123803

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE® logo in all outreach and communication materials and the grantee will comply with Texas ACE® branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> <li>• Participant and enrollment data will be entered in August or September, depending on the center schedule.</li> <li>• Attendance data will be entered daily or weekly.</li> <li>• Exception reports and data corrections will be completed and reviewed by the project director</li> <li>• Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.</li> </ul>
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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By TEA staff person:

**Schedule #3— Certification of Shared Services**

County-district number or vendor ID: 123803

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Member Districts</b>				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #3 – Certification of Shared Services (cont.)**

County-district number or vendor ID: 123803

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				

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By TEA staff person:

**Schedule #4—Request for Amendment**

County-district number or vendor ID: 123803

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	Indirect cost ( %):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 123803

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 123803

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

August 27, 2018 the city of Port Arthur and other cities in Southeast Texas was disrupted by a category 5 storm, Hurricane Harvey. After returning to a city completely evacuated, staff of Teoa Academy of Accelerated Studies STEM School began clean up and providing services to returning students/families and others as resources were being delivered. Many of Tekoa families were dislocated however, many students (families) are still returning home. Home is a word that defines more than a dwelling. The Tekoa Academy Afterschool Center on Education (ACE) will allow Tekoa to continue helping students and families to anchor into their community.

The grant will serve grade levels kindergarten – twelfth grade and family members of the students. **Tekoa Academy ACE will target 1) students in schools implementing comprehensive support and improvement activities and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models.** However, the program is available to all students in grades Kindergarten-12<sup>th</sup>.

In addition to the displacement of families, the destruction of Hurricane Harvey has impacted the economic and social culture of the community. Nearly one third of the city's population are living at the poverty rate and violent crime has increased. According to an FBI report, Port Arthur has been identified as one of the five most dangerous cities for violent crime in the state of Texas. The nearest ACE program is located in Beaumont, TX and does not serve Port Arthur. The theme of the project will be "A City Within A City".

The Community Advisory Counsel (CAC) consists of Patrick Melvin, the Chief of Police for Port Arthur, Judith Smith, Director for the Port Arthur Health Department, Janet Milo, pastor for a local church, Floyd Batiste, the Executive Director for the Port Arthur Economic Development Corporation, and Kathy Burrell, Director of the Your Weh Schools.

The community needs identified by the partners included the following:

- Affordable, safe, and academically enhanced child care for students in kindergarten through 5<sup>th</sup> grade;
- Activities that engage students in grades 6<sup>th</sup>-12<sup>th</sup> that would decrease unsupervised time; and
- Transportation home after the activities have concluded.

The projected budget of \$784,232 includes 5 full time positions 30 part time positions: Project Director, 3 Site Coordinators, 1 Family Engagement Specialist, certified and/or highly qualified and mastered teachers, paraprofessionals, bus drivers, food service workers, and custodial staff. Additionally, funds have been provided for consultants to provide services as well as the external evaluator. Travel for students and staff have also been provided.

Services that will be provided to students include **Academic Services, Enrichment, Family and Parental Support Services, and College and Workforce Readiness.** Activities are described in detail on page 23.

Tekoa Academy ACE will aim to establish or expand services that provide students with academic enrichment opportunities in 3 centers. Our program will also offer families literacy and skill support relating to educational development. At the same time, centers will help working parents by providing a free and safe environment for students during out-of-school hours and summer school programs. Because Tekoa is a Designated Texas-STEM School, we will provide robust and rigorous hands on activities for the afterschool program which will enhance the math, science, and technology programs.

Our objectives align with the federal program objectives that include the following: **Academic Performance, School Day Attendance, Positive Behavior, and Graduation Rates.** The SMART objectives and milestones are listed on page 18 of this application. All activities will coordinate and complement the regular school day program.

**Partnerships include the following:**

Texas Workforce Commission, Port Arthur Health Department, Port Arthur Police Department, Your Weh Consulting, Lamar State College Port Arthur, Junior Achievement, Associated Builders and Contractors of Southeast Texas, and Port Arthur Economic Development Corporation. Their roles in the project are described on page 20.

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By TEA staff person:

<b>Schedule #6 - Program Budget Summary</b>					
County-district number or vendor ID: 123803			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$658,512	\$	\$658,512
Schedule #8	Professional and Contracted Services (6200)	6200	\$24,170	\$37,500	\$61,670
Schedule #9	Supplies and Materials (6300)	6300	\$56,050	\$	\$56,050
Schedule #10	Other Operating Costs (6400)	6400	\$8,000	\$	\$8,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$746,732	\$37,500	\$784,232
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			<b>\$746,732</b>	<b>\$37,500</b>	<b>\$784,232</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$784,232
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$39,212

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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**Schedule #7 -- Payroll Costs (6100)**

County-district number or vendor ID: 123803

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher	18		\$335,340
2	Educational aide	3		\$27,945
3	Tutor			\$
<b>Program Management and Administration</b>				
4	Project director (required)	1		\$45,000
5	Site coordinator (required)	3		\$60,000
6	Family engagement specialist (required)	2		\$30,000
7	Secretary/administrative assistant			\$
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
<b>Auxiliary</b>				
11	Counselor			\$
12	Social worker			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
<b>Other Employee Positions</b>				
19	Custodians	4		\$44,712
20	Food Service Workers	2		\$8,130
21	Bus Drivers	3		\$21,492
22	Subtotal employee costs:			\$
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay		\$
25	6121	Support staff extra-duty pay		\$
26	6140	Employee benefits		\$85,893
27	Subtotal substitute, extra-duty, benefits costs			\$
28	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$658,512</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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By TEA staff person:

<b>Schedule #8 Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 123803		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$</b>
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Your Weh Schools. Students Identified for services individual and group services.	\$12,870
2	Junior Achievement. Financial Literacy Seminar onsite	\$1,400
3	BTBB Consulting. Character Education, capacity building, youth leader development	\$4,950
4	ESS, Inc Program Evaluation. 3 visits for 3 sites and meeting with the Project Director	\$9,000
5	OFMLLC-Grant Accounting, reporting and administrative services	\$28,500
6	Josiah Alexander – Drum Core	\$4,950
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		<b>\$61,670</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$61,670</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #9: Supplies and Materials (6300)**

County-District Number or Vendor ID: 123803

Amendment number (for amendments only):

**Supplies and Materials Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$56,050
Grand total:		\$56,050

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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By TEA staff person:

<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 123803		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$5,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$5,000
	Remaining 6400—Other operating costs that do not require specific approval:	\$3,000
<b>Grand total:</b>		<b>\$8,000</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 123803			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment or furniture</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 12383

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Bachelors degree. Masters preferred. 3 years experience in education or related fields. Experience in managing project teams and grants including fiscal and program oversight; knowledge of local community resources.
2.	Site Coordinator(s)	Bachelors degree. Masters preferred. Experience working with at risk children and their families in an after school setting; experience supervising staff; knowledge of local community resources.
3.	Family Engagement Specialist	Associate degree. Bachelors preferred. Experience in education, social services, or family support services; knowledge of child development and parenting topics; knowledge of local community resources.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	75% of students in grades 3-12 will achieve at levels 2 or 3 by year 5.	1. Deliver direct instruction/tutoring based on identified needs and program activities	09/01/2018	7/31/2023
		2. Provide service projects to enhance the curriculum	09/01/2018	7/31/2023
		3. Engage students in hands-on and STEM projects	09/01/2018	7/31/2023
		4. Provide current assessments and progress monitoring based on assessments.	11/01/2018	7/31/2023
		5. Provide professional development.	11/01/2018	7/31/2023
2.	20% of students will demonstrate postsecondary ready as measured by EOC and ACT/SAT	1. Provide ACT/SAT/ASVAB Prep resources	09/01/2018	7/31/2023
		2. Administer interest inventories to determine desired careers in grades 8-12.	09/01/2018	7/31/2023
		3. Career awareness seminars provided by partners	09/01/2018	7/31/2023
		4. Establish job apprenticeships for career awaeness	09/01/2018	7/31/2023
		5. Provide opportunities for dual enrollment	11/01/2018	7/31/2023
3.	Maintain a 98% attendance rate on each campus for 5 years	1. Enroll at least 300 participants	09/01/2018	7/31/2023
		2. Provide engaging and relevant activities that appeal to students	09/01/2018	7/31/2023
		3. Require attendance to participate in the activities	09/01/2018	7/31/2023
		4. Recruit students with low attendance	09/01/2018	7/31/2023
		5. Provide rewards monthly for students with perfect attendance	09/01/2018	7/31/2023
4.	Dicipline referrals will decrease by 20% each year	1. Recruit students with discipline referrals	09/01/2018	7/31/2023
		2. Provide counseling as needed	09/01/2018	7/31/2023
		3. Coordinate counseling services with parents	09/01/2018	7/31/2023
		4. Provide instruction that emphasize good behavior and character	09/01/2018	7/31/2023
		5. Include parenting classes that emphasize good behavior and character	09/01/2018	7/31/2023
5.	90 parents will participate in one or more project activities each year	1. Announce training through written and social media	09/01/2018	7/31/2023
		2. Surevey parents for needs and interest	09/01/2018	7/31/2023
		3. Provide activities that address needs and interest	09/01/2018	7/31/2023
		4. Utilize partners as resources for activities	09/01/2018	7/31/2023
		5. Obtain feedback from monthly meetings	09/01/2018	7/31/2023

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 123803

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Tekoa worked with the city of Port Arthur during their 10 year update of the city strategic plan. In addition, resources available through the Internet including the US Census data resources were utilized to identify some needs. Informal surveys were conducted that identified the needs specific to Tekoa such as the number of students grade that are going home to an unsafe environment (3 housing projects that buses via the school bus transportation services), increased drug areas thus infesting decline in community areas, lack of parental skills (younger parents), needed improvement in reading and writing, and lack of career awareness and job opportunities.

Additionally, the administrative and leadership staff collaborated with the identified partners and MOUs were generated to provide various service that will meet all the identified needs.

The identified needs included the following:

- Affordable, safe, and academically enhanced care for students in kindergarten through 5<sup>th</sup> grade;
- Activities that engage students in grades 6<sup>th</sup>-12<sup>th</sup> that would increase career awareness, job opportunities, and college readiness; and
- Transportation home after the activities have concluded.

As the populations of our community continues to grow, poverty rates (29.3%) are increasing while the majority of families in poverty are working. Women heads of households and two parent families with both parents working face particular challenges. They may need to pay for costly childcare. In addition, there are transportation costs for their work commute. Underemployment and unemployment (18.3%) appears a consistent issue as many in poverty have at least some college education. 34% of those living in poverty are school-aged children.

There are 11 licensed child care facilities in the city of Port Arthur. The average child care cost for one child is \$100 per week. Childcare costs can equal what a mom could earn at a job. There is a lack of affordable "sick child" care, another barrier to getting and keeping a job, especially for single and dual-working families.

Public transportation in Port Arthur is available. In the city's strategic plan there were indications in the needs assessment that public transportation was underutilized. Access to affordable public transportation is limited to certain times and routes and can be a time-consuming endeavor, requiring knowledge of the system, low-payment options and route-navigation. People with disabilities face particular hardships. Families in poverty often have unreliable transportation options (single vehicle, few support people) available to them.

Based on FBI crime data, Port Arthur is not one of the safest communities in America. Relative to Texas, Port Arthur has a crime rate that is higher than 88% of the state's cities and towns of all sizes. Based on statistics from The FBI's Uniform Crime Reports violent crime rates vary widely across Texas. Although many people consider violent crime a problem only for Texas' largest cities, the statistics show that is not necessarily the case. In addition, data was collected for juvenile defendants attending the JJAP program which did not include the juveniles ages 10-16 that were still incarcerated. Average population is between 55-65 per year. One percent of the students graduate with a GED, 68% return to their home schools, and others return to the streets. The state contributes \$79 per student but the cost to retain these students in a facility is \$5200/year and beyond.

Community needs are addressed by the following activities planned for the Tekoa Academy ACE:

- Elementary students will be provided 3 hours/5 days a week in addition to summer school with academically enhanced programming that addresses their individual needs. Activities will be designed to stimulate curiosity, encourage exploration, and motivational.
- Middle school and high school youth will be engaged 3hours/5 days a week in addition to summer school with college preparation, internships, classroom support, and the opportunities to explore their dreams thus limiting unsupervised time.
- All participants will be provided the option for transportation home. School buses that are inspected regularly for safety will be utilized with properly licensed drivers. Students will be safe from the school to their home.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 123803

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe the planned partnership between the applicant and the proposed eligible partner organization(s) listed on Schedule 3 – Certification of Shared Services, including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.

☐ This applicant is unable to partner.

Tekoa will utilize seven guiding principles for how Tekoa reacts in regard to family, school and community partnerships. The seven Guiding Principles encompass the "what," the "why" and the "how" of these partnerships. While many of the principles are fundamental, they may change as research and practice provide new insights. Schools, communities and families should work together collaboratively to ensure that children and youth receive high-quality instruction, intervention, supports and services in a caring, learning environment.

To this end, the Guiding Principles are: 1) Education is a shared responsibility. Family and community engagement is critical for student academic success and well-being. 2) Honest, respectful, two-way communication among schools, families and communities is crucial to effective partnerships. 3) Family and community engagement benefits students, schools and families at all stages of a child's development, from birth through age 21 (pre-K to 16). 4) Effective family, school, community partnerships help close achievement gaps. Disadvantaged students stand to gain the most from effective school/family-community partnerships. 5) Family-school-community partnerships benefit schools, families and communities by building capacity and providing mutual support. 6) Families can learn ways to help their children at all ages if they are provided with the opportunity, variety of choices, and necessary support. 7) The attitudes and actions of leaders support a broad "culture of learning" at school, at home and in the community. Effective family, school community partnerships are characterized by: • The ability to recognize strengths in all families; • Honesty, respect and compassion for families; • Cultural competence – respecting family culture, language, practices and customs; • Commitment to academic success and well-being of children and youth; • Openness to improving how schools, families and communities work together. The partnerships will provide the support needed to implement and accomplish the project objectives and activities. The following partnerships and their services have been established and will continue throughout the project. Some Letters of support have been attached.

**Texas Workforce Commission** will provide the Texas Internship Challenge program which is a recommendation from the Texas Workforce Commission, Texas Education Agency and Texas Higher Education Coordinating Board to the Governor's Office, as part of the Tri-Agency Initiative, challenging industry and employer partners to offer more paid internships for Texas students. Will supervise volunteer experiences for students to utilize.

**Port Arthur Health Department**—provide health and wellness demonstrations and literature for students and parents. Will also provide shadowing experiences for older students as well as volunteer opportunities.

**Port Arthur Police Department**— provide drug and violence prevention demonstrations and literature for students and parents. This will include "bullying".

**Your Web Consulting**—onsite counseling for students identified for services, support groups, and music appreciation classes for interested students.

**Lamar State College Port Arthur** — offers programs in fields that include allied health and sciences, business, industry, and public service and safety. Each program is designed to give students the knowledge and skills necessary for meaningful employment and college readiness. Dual credit may also be utilized by the project participants. Supports the STEM program implementation at Tekoa.

**Junior Achievement**— Prepares young people for the real world by showing them how to generate wealth and effectively manage it, how to create jobs which make their communities more robust, and how to apply entrepreneurial thinking to the workplace. Students of all ages put these lessons into action and learn the value of contributing to their communities.

**Associated Builders and Contractors of Southeast Texas**-- will provide apprenticeships and internships for the older students to acquire skills, build resumes, and acquire experience.

**Port Arthur Economic Development Corporation**—will provide shadowing opportunities that will eventually become paid interships. Will also provide additional partnering opportunities.

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## Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 123803

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Program activities have been designed to improve academic performance and increase student's social and emotional development. In order to achieve these outcomes, the program design is based on proven instructional methods and demonstrated benefits of similar programs.

After-school tutoring will include rigorous, personalized academic assistance based on student's progress reports, standardized test data and the current assessment performance that are given each six weeks. Tutorials for participating students will be designed to target each student's needs in an engaging environment as well as enrichment activities that engage students in learning directly aligned with student expectation stands and TEKS.

Each program day, students will receive 90 minutes of enrichment activities led by certified and/or highly qualified and mastered teachers that will promote student's social-emotional health, and allow positive social, creative, recreational, and interpersonal experiences to enrich and expand student's connections to the in-school learning and community engagement.

Two major reasons for absenteeism are aversion because the student is struggling academically and/or aversion to the lack of engaging instruction. The program design includes the need to address the individual needs of the student to improve academic skills and enrichment activities that are designed to engage students in their learning providing a sense of pride in accomplishment, leading to increased desire to attend. In addition individual and group counseling will be made available to address serious aversions to school.

Research demonstrates that highly creative youth are successful—they attend, achieve, and give back. Highly creative students have more consistent school attendance, high academic achievement and may be primed for greater leadership and community involvement. Results in previously awarded after school and summer programs report that sustained creative learning opportunities have yielded evidence of increased academic achievement and more consistent school attendance. One of the programs identified four characteristics that support youth creativity: participation, sustained engagement, social support, achievement, and recognition. Tekoa Academy ACE will deliver programs for their K-12 population utilizing these key characteristic in order to develop students creative capacities to generate ideas, elaborate, analyze, think critically, problem solve, and collaborate.

College & Career Readiness is designed to begin the conversation surrounding post - secondary options for middle and high school students. Lessons will be designed that are meant to have students explore their current practices and learn new ways to help them be more successful in both high school and college, as well as investigate post - secondary opportunities in their area. Students are often sent the message that attending a 4 - year college is their only option after graduation, however allowing students to open their understanding to other options such as a 2 - year college, military training, or internships will provide an understanding of what is possible in their world. Project partners will provide many opportunities for students to shadow in the work place, volunteer to discover interest, and obtain paid internships during the scope of the project. During the middle and high school years, research indicates that belonging to a group decreases student discipline referrals, increases attendance, and positively impact graduation rates. The planned activities will create a sense of belonging through the project theme "A City Within A City".

The lack of college readiness means more than a few extra hours in class; often, the expenses associated with these additional classes are significant. Remedial classes add up to thousands of dollars in tuition and fees for students and cost taxpayers an estimated \$2.3 billion annually, according to *Strong American Schools' Diploma to Nowhere* report. The readiness gap is a huge barrier to college attainment and the likelihood of on-time graduation. Of students that take one to two remedial classes in college, only 29% will go on to earn their college degree. Moreover, 38% of students fail to graduate from bachelor's degree programs within four years. This major challenge in higher education graduation and retention directly impacts the skill level and overall capabilities of today's workforce, specifically in STEM fields. Tekoa Academy ACE will provide STEM focused hand on activities coupled with Lamar State College in Port Arthur will provide students with choice in deciding their future.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 123803

Amendment # (for amendments only):

**Statutory Requirement 4:** Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

To improve student achievement, educators and policymakers have devoted an increasing amount of attention to how students spend their time outside of school. Research suggests that productive out-of-school time that focuses on building students' academic knowledge as well as their socio-emotional development can have a positive impact on achievement levels overall. However, because outcomes depend largely on program quality, experts have begun to identify specific factors that make before- and after-school programs successful.

Although research does not establish an unequivocally optimal student to staff ratio for before- and after-school programs, evidence generally suggests that programs with lower ratios have better outcomes than programs with proportionally fewer staff members. The Iowa Afterschool Alliance (IAA), which "supports high quality programs that serve students through structured, hands-on programming that engages them in learning and positive activities," advises an adult to youth ratio for after-school programs between 1:10 and 1:15 for children ages six and older. Other organizations, likewise, cite research that recommends a maximum staff to student ratio of 1:15.<sup>11</sup> Tekoa Academy ACE will maintain a ratio of 1:15.

Research has shown that when partnered with caring and supportive adults, students achieve better grades, have improved attendance, and experience increased self-esteem (Lampley, James H. and Johnson, Kelly C.). Further research demonstrates that adult supervision/interaction is one of the most critical features of high-quality programs. Program participants are more likely to realize positive outcomes if they develop positive relationships with staff members.

Research further indicates that parent involvement will increase the likelihood of student attendance and helps parents understand ways to improve learning in the home. Furthermore, engaging family through out-of-school programs can facilitate positive relationships between parents and school staff. To foster meaningful family engagement, the Afterschool Alliance suggests communicating with parents through newsletters, bulletin boards, and daily interaction. Activities such as family game nights and Saturday events can create a community that will create a "City Within A City".

Tekoa's out-of-school content programming will provide a "balance of academics, homework assistance, and enrichment programming" along with character development and skill development. Additionally, our after-school programs may help develop more broadly defined "life skills," including decision-making, communication, and cooperation with others.

Assessment is a critical element of program development and evaluation. To promote accurate program assessments, the project staff will emphasize the importance of evaluating assessment criteria within the context of the program participants. Project staff will utilize current assessments administered within the regular day school to determine the impact of the coordinated efforts between the day school and the out of school staff programs.

Utilizing researched based programs such as **STEM, 16 Habits of Mind, Service Learning, and Junior Achievement** will provide the support to the best practices listed above that positively impact academic performance, attendance, discipline referrals, high school graduation rates, and career opportunities.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 123803

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Tekoa Academy ACE will provide a range of high-quality services to support student learning, social development and family services. The design of the program was developed by incorporating the 10 Key Tasks to ensure program quality and success as described in the *Texas ACE Blueprint*. The Key Tasks include the following: 1. School-Community Engagement 2. Intentional Activity Development & Targeted Student Recruitment 3. Family Engagement 4. Operation and Talent Management 5. Data Collection and Reporting 6. Fiscal Planning and Internal Monitoring 7. Sustainability Planning 8. Program Evaluation 9. Quality Assurance Tools 10. Logic Model Development and Implementation. Each of these key tasks are described throughout this proposal.

The scope of the program activities fall under the categories described within the *Texas ACE Four-Component Activity Guide*. Activities will be aligned to the services listed below utilizing the *Activity Alignment Form* provided in the *Texas ACE Blueprint*. These services include the following:

**Academic Services:** Services and activities that support all educational areas as needed to promote student achievement and success in their school experiences. Programs will create exciting intrinsic motivation to sustain constant student participation (i.e. *tutorials as needed, homework assistance, extended instruction to support the day programming, and other activities as needed identified by project staff and school day instruction*).

- **Enrichment:** Services and activities that support all educational areas as needed to promote student achievement and success in their school experiences. Programs will create exciting intrinsic motivation to sustain constant student participation (i.e. *STEM projects, Junior Achievement, Body in Motion, Healthy Foods, horticulture, music, arts and crafts, drum corp, audio/video productions, etc.*)
- **Family and Parental Support Services:** Services and activities that support and help to increase the participation of families and parents in the students' educational experience (i.e. *adult education, college awareness, college financial aid, computer literacy, connecting families with community resources, classes that provide support to the classroom instruction, parent/family events & activities, etc.*)
- **College and Workforce Readiness:** Services and activities that promote workforce awareness, job and/or college readiness, skills training, preparation for the workforce and assistance in the attainment of employment and/or funding for college (i.e. *service projects, Junior Achievement, shadowing, apprenticeships, internships, volunteering, competitions, performance and production, etc.*).

Tekoa Academy ACE programs were determined after reviewing best practices in out of school time programs and analyzing community and school needs assessment data. Specific activities will be developed by the Project staff in conjunction with the Community Advisory Council (CAC) that will be aligned with the *Texas ACE Four Component Activities*, the school day, and student/family voice and choice. This charter school has a proven track record utilizing best practices, researched-based programs and strategies, robust and rigorous instruction, motivational activities, engaging parents, and caring staff. Extended time with our students will not only positively impact academic achievement but significantly impact our student's full development in preparation for their future.

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**Schedule #18—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 123803

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Tekoa anticipates high attendance percentages in the program since there are no ACE programs in Port Arthur. In addition, we believe that given time, our results will provide a strong correlation between the project activities and services to academic achievement and parental involvement.

Tekoa Academy ACE will disseminate information using traditional and social media methods. Traditional methods include printed materials such as notes home to parents, flyers, and local newspaper articles. Tekoa also has an ongoing relationship with the Channel 6, Cumulus Broadcasting Systems and El Perico Mexican Newspaper where students/staff can provide additional information. Many community members and parents watch this channel to obtain information about schools and organizations. As the program results are available, the board of trustees will visit each site with partners and Channel 4.

Social media will be utilized to broadcast the locations of the 3 sites, program offerings, and ongoing progress. Tekoa also maintains a website where program information can be posted.

The project staff will develop presentations to be delivered to local organizations and businesses that will be designed to feature our partners, program offerings, and future project results.

Word of mouth may be the best attractor among adolescents. Therefore, Tekoa will supplement the ACE project with popular draws like pizza parties, celebrity speakers and learning expeditions provided by civic and business partners who are in turn invited to participate in STEM projects. The school will invite parents of nonparticipants to tour the activities when possible and encourage them to confer with other parents and with well-prepared student ambassadors from the centers themselves.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 123803

Amendment # (for amendments only):

**Statutory Requirement 7:** Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The main goal of the Tekoa's Transportation Department is to properly develop and maintain the knowledge, attitudes, and skills required to provide a safe, reliable, and efficient student transportation system. This includes ensuring that our school bus drivers are certified and are highly educated to transport students in the safest conditions. Buses are inspected quarterly and will provide safe and secure vehicles to transport the participants that may include parents as well. Tekoa maintains 3 buses for project use.

Public transportation is not an option because of the routes and times that the buses operate.

As stated before, Port Arthur has been identified as one of the five most dangerous cities for violent crime in the state of Texas. Therefore, the safety of our students to get home after project activities depend on providing transportation to their front door as during the winter months, they may go home in darkness.

Centers are located at the campus where students are enrolled. Therefore, participants will be supervised closely until they are met by the project staff after school. Buses will be provided to transport students safely to and from home to the centers and back home during the summer program.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 123803

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).  
**Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Tekoa Academy ACE will utilize volunteers as available. The school will use printed requests, online media, social media, and presentations to local organizations such as the Lion's Club, churches, etc. Parents will be encouraged to volunteer to support the project. The school will provide an online application as well as printed and will feature the program on the website encouraging volunteers.

Volunteers will be screened utilizing the following criteria:

- Back ground checks
- Personal references
- Employment verification
- Educational history
- Confidentiality agreements
- Level of commitment
- Signed release of liability and hold harmless

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**Schedule #18 – Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 123803

Amendment # (for amendments only):

**Statutory Requirement 9:** Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The strategic approaches outlined in this schedule will leverage with the ongoing efforts of other donor-supported projects that will promote the voracity of the project. The funding of the proposed project will specifically contribute towards increasing children's safety, significantly impacting education for the future of the participants and their families, and addressing the community's request to provide programming that will enhance the viability of attracting new residents to the community.

Connecting with other local/national funding sources will be a strategy utilized by the project. The United Way grant opportunity will open this fall for an additional funding opportunity. In addition, the project staff may use the Community Advisory Counsel (CAC), partners, and other volunteers to seek funding and other resources. Partnerships may be created with other programs with similar goals in the community sharing resources as well.

From the evaluation data generated, the project staff will focus on what aspects to sustain of the program, which are most needed and provide the biggest impact on student outcomes. Building the capacities of the community by establishing strong and sustainable partnership and also facilitating input supply, resource management and collective marketing. The cooperatives will ensure practice of equity, participation, better management and good governance. Other resources include in-kind, fundraising, grants in the form of donations, and grants from various local, state, and federal sources. Many of these resources are competitive and rely on strong relationships. *Texas ACE Blueprint* stated "You must FRIENDraise before you FUNDrise." This will be the project's priority for the duration of the program and beyond.

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**Schedule #16<sup>xxx</sup> Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 123803

Amendment # (for amendments only):

**Statutory Requirement 10:** Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Collaboration plans are written documents that may be used as a "roadmap" for future collaborations. This plan addresses a rang of issues relevant to laying the foundation for the collaboration, implementing and managing the project activities, and engaging in quality improvement activities specific to collaborative funding interactions. The plan addresses existing supports and challenges relevant to the collaboration of funding, and describes a program of action that will be implemented to facilitate funding considerations.

Tekoa Academy ACE Site Coordinators will office onsite at each campus and will collaborate closely with campus personnel to communicate the value of the program for participants and recruit/refer those students, parents, and family members with the greatest need. All campuses that are designated sites are identified for school-wide programs. Tekoa presently has no contracted or school supported after-school programs. The school does support a summer school and enrichment program.

Tekoa's student's and families will receive printed materials as well as group information in August. As well as group information sharing sessions conducted for families. Where appropriate, neighborhood churches, grocery stores, and district communmunity events will be utilized in the recruitment process. In addition, project staff will coordinate with day school staff to identify students based on test scores, retention statistics, disciplinary records, report cards and other at risk factors for recruitment so that the students can be targeted for recruitment. The staff believe that the at risk students will benefit from the program offerings.

The strategy for coordinating federal, state, and local programs will be addressed on the Campus Improvement Plan (CIP) development and Campus Needs Assesment (CNA). Funds are allocated within the CIP that are available through all funding sources. The district has invested local and state funding as well as time and effort on behalf of the proposed project by organizing partnerships and their services, enlisting the membership of the CAC, coordinating with instructional staff regarding engaging activities, conducting budget meetings, etc. Only allowable activities will be funded through the grant. Other activities will be coordinated utilizing federal, state, and local funding as allowable in the federal programs and described within the local budget.

The Central Administration will begin the budgeting process for federal grants, state and local funding in the spring after the CNA is completed. The district may include funding for any deficits found after the project is awarded through an amendment process since the activities are listed in the CNA and the CIP.

Communication and coordination are vital to our success in the proposed project. We have the responsibility to our partners, participants and our community to communicate with each other internally and present a consistent message. Monthly budget and staff meetings will provide the collaboration needed between funding sources.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 123803

Amendment # (for amendments only):

**TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.**

<b>Center 1</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	Tekoa Academy of Accelerated Studies-STEM School 327 Thoms Blvd Port Arthur, TX 77640		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	123-803-001				
	<b>Cost per student</b>	\$1,000				
	<b>"Regular" student target (to be served 45 days or more annually):</b>		140 Students	<b>Parent/legal guardian target (in proportion with student target):</b>		60 parents
	<b>Feeder school #1</b>		<b>Feeder school #2</b>		<b>Feeder school #3</b>	
	Campus name		Tekoa Academy of Accelerated Studies STEM School		Tekoa Academy of Accelerated Studies STEM School	
	9-digit campus ID number		123-803-041		123-803-101	
Estimated transportation time		None needed. Same location.		None needed. Same location.		
<b>Center 2</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	Tekoa Academy of Accelerated Studies—Stem School 3600 Memorial Blvd Port Arthur, TX 77642		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	123-803-101				
	<b>Cost per student</b>	\$1,000				
	<b>"Regular" student target (to be served 45 days or more annually):</b>		85 Students	<b>Parent/legal guardian target (in proportion with student target):</b>		40 parents
	<b>Feeder school #1</b>		<b>Feeder school #2</b>		<b>Feeder school #3</b>	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
<b>Center 3</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	Tekoa Academy of Accelerated Studies—STEM School – Orange Campus 1408 West Park Ave Orange, Texas 77630		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	123-803-103				
	<b>Cost per student</b>	\$1,000				
	<b>"Regular" student target (to be served 45 days or more annually):</b>		75 Students	<b>Parent/legal guardian target (in proportion with student target):</b>		40 parents
	<b>Feeder school #1</b>		<b>Feeder school #2</b>		<b>Feeder school #3</b>	
	Campus name					
	9-digit campus ID number					

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9-digit campus ID number					
Estimated transportation time					
<b>Schedule #17—Responses to TEA Program Requirements (cont.)</b>					
County-district number or vendor ID: 123803				Amendment # (for amendments only):	
<b>Center 4</b>	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2
			Feeder school #3		
Campus name					
9-digit campus ID number					
Estimated transportation time					
<b>Center 5</b>	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2
			Feeder school #3		
Campus name					
9-digit campus ID number					
Estimated transportation time					
<b>Center 6</b>	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2
			Feeder school #3		
Campus name					

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Estimated transportation time					
<b>Schedule #17—Responses to TEA Program Requirements (cont.)</b>					
County-district number or vendor ID: 123803				Amendment # (for amendments only):	
<b>Center 7</b>	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
	Feeder school #1		Feeder school #2		Feeder school #3
	Campus name				
9-digit campus ID number					
Estimated transportation time					
<b>Center 8</b>	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
	Feeder school #1		Feeder school #2		Feeder school #3
	Campus name				
9-digit campus ID number					
Estimated transportation time					
<b>Center 9</b>	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
	Feeder school #1		Feeder school #2		Feeder school #3
	Campus name				

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<b>Schedule #17— Responses to TEA Program Requirements (cont.)</b>					
County-district number or vendor ID: 123803			Amendment # (for amendments only):		
<b>Center 10</b>	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
	Feeder school #1		Feeder school #2		Feeder school #3
	Campus name:				
9-digit campus ID number					
Estimated transportation time					

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 123803

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Effective planning and project management of this project is important for ensuring the success and sustainability of the program. There are many moving parts to the ACE program, and there must be an efficient operation and effective talent management structure in place with strong processes and leadership to pull all the components together, adhere to requirements, and provide high-quality programming for all participants.

Tekoa Academy ACE will ensure that all of the activities will be provided in a safe, secure, and appropriate location. Tekoa presently maintains high security with electronic devices that prevents visitors from entering the facilities without permission and contracts with the Jefferson Marshals during school hours to ensure that the facilities are safe and secure. Each site will employ a site coordinator that will serve as the front-line staff member. Assistant principals do not leave the campuses before 4:00 during the school day and will be available during the summer which provides an additional adult as the program activities begin. Each coordinator will be responsible to manage the day to day operations of the site to include the following:

- Safe space for programming (campus, adjunct site, back-up locations when need arises, emergency plan, contact procedures for parent and school administrator in emergency event);
- Offsite Learning Opportunities (transportation, schedule buses, parent permissions);
- Daily transportation (bussing schedules, parent permissions);
- Nutritional snacks and meal products (procurement, storage, distribution);
- Center supply lists and inventories (list of serial numbers, quantities, and descriptions of hardware, software, furniture, consumables, etc.);
- Securing supplies in a separate place that belong to the project;
- Organizing and scheduling monthly parental involvement activities.
- Accurate record of supplies that are purchased for the program will utilize the school's PO system and 15 digit coding specific to the grant fund. All quotes, POs, packing slips, and other documentation will be kept in the grant offices as well as with the finance department.
- Coordinate with the regular school day program.
- Provide professional development for project staff.

The budget plan will be the responsibility of the project director which includes the following:

- Involve site coordinators in center budgeting.
- Schedule monthly budget updates.
- Update the program budget on a regular basis and document grant level expenses.
- File for budget amendments as needed
- Report expenses to the TEA Expenditure Report on TEASE monthly based upon documented expense reports.

The centers will be open from 3:00 to 6:00 for 35 weeks during the school year and 4 week from 8:30 to 12:30 during the summer months. Snacks will be served during the school year and breakfast and lunch during the summer program. It is anticipated that with the choice of programming, relevant and engaging activities, wide variety of enrichment programs including STEM, direct instruction in core content areas in small groups, individual tutoring as needed, healthy eating and fitness activities, character building curriculum and activities, individual and group counseling, and off-site learning opportunities, will meet the student program objectives and student service targets certified and/or highly qualified and mastered teachers and paraprofessionals will deliver the program activities.

In addition, parental activities that will include surveys, family forums, individual parent conferences as needed, parent meetings geared toward solution-oriented learning exercises, parenting classes, interactive classes focused on Family Fitness and Nutrition, scheduled interactive projects both social and academic with their children, and responses to the choices that parents identified in their surveys will ensure that we meet the parental program objectives. The Family Engagement Specialist will be responsible for the topics, scheduling, and contacting parents for the scheduled activities.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 123803

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

A logic model is a necessary prerequisite to an effective evaluation design. The following questions will guide the production of the required logic model:

- Does a well-designed program exist?
- Are the program components being implemented as designed?
- Are the program activities developed and are the students/parents participating?
- Was the program implemented effectively and did it make a difference?
- Is the program getting improved outcomes and how do we know?

The fall term logic model will represent the baseline program structure. The next two interim discussions provide formative information to each grantee and site. This information will be used to reflect and improve current program practices, as well as, refine some of the information in the fall term logic model. Each logic model will then be modified for the spring term due to changes in resources, implementation practices, activities, and participation. The final summative report at the end of the program year can include an augmented logic model that reflects both fall and spring terms and an analysis of the differences between program activities at those two periods. The logic model documents the program "as implemented", and with the use of TX21st reports on student and parent participation, is the best indicator of successful implementation and opportunity to effect the program intermediate outcomes. (*Texas Blueprint: Appendix 31*)

Methods/process that will be utilized include the following: 1) Assessment of program quality; 2) Analysis of student achievement data; 3) Analysis of the alignment of programming with student and parent needs/interests; 4) Analysis of improvements in student behavior and attendance. All methods/processes will have a defined indicator of accomplishment.

As part of the evaluation process, project staff expect to use data to inform their programming reflections and planning for subsequent terms and years. Data can serve as a focal point for discussion with project staff to address the evaluation questions laid out in the *Independent Evaluation Guide*. These will be utilized to frame and define the focus for the evaluator and project staff.

There are eight reports in TX21st that are especially useful for ongoing review that project staff will utilize as part of the evaluation process throughout the year: 1) Activity Attendance Percentage 2) Activity Average Daily Attendance 3) Activity Description Detail 4) Participant Activity Attendance Detail 5) Participant Attendance 6) Student Attendance Percentage 7) Year End Summary 8) Student Export Each school year. Tekoa Academy ACE will comply with all TEA evaluation requirement throughout the project year.

Internal monitoring is a key activity to ensure program success. Project staff and the external evaluator will establish a procedure and schedule for internal minimal monitoring of the following: 1) Programming (i.e., student activities) at each center; 2) Participant attendance toward performance goals for regular attendees; 3) Data entry and security processes; 4) Staff performance evaluation and development; and 5) Spending and progress toward budget. A systematic approach will lead to improved quality assurance and ensure compliance with all relevant grant, safety, and programmatic standards.

Ms. Carol Thorne will provide evaluation services for the project. Ms. Thorne holds a M.ED and has 20 years of experience in the evaluation process including 21<sup>st</sup> Century Grants at the federal and state level. She has experience in the development of logic models and has extensive training while working with United Way and other organizations that utilize this process. She will plan 4 onsite visits and be available by phone and electronic media during the program year. Ms. Thorne will attend all required meetings with the project staff.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 123803

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 123803

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18 – Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 123803

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18 – Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 123803

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 123803

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 123803

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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**Schedule #19—Private Nonprofit School Participation**

County-District Number or Vendor ID: 123803

Amendment number (for amendments only):

**Important Note:** All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

**Failure to complete this schedule will result in an applicant being disqualified.**

**Questions**

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☐ Yes ☒ No

- If your answer to this question is yes you must answer question #2 below.
- If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☒ No

- If your answer to this question is yes, you must read and check the box next to each of the assurances below.
- If your answer to this question is no, you do not address the assurances below.

**Assurances**

- ☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- ☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- ☐ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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